

MFL KNOWLEDGE AND SKILLS PROGRESSION

INTENT

Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. A high-quality languages education should foster children's curiosity and deepen their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages and further widen pupils' understanding of the cultural and linguistic diversity of the world that they live in.

In line with the National Curriculum the principal aims of MFL at Brabourne are to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

IMPLEMENTATION

All children in KS2 are taught French in a weekly discreet lesson by our language specialist teacher. KS1 children are introduced to MFL through exploring other languages informally when studying another country. Theme weeks for MFL are also organised periodically for enrichment. Our MFL curriculum has been designed to progressively develop skills in French. We have developed our own scheme to deliver our French lessons on a two year rolling programme. These ensure children acquire a bank of vocabulary and key structures organised around topics. They ensure development is progressive as they build on previous knowledge from units already studied. The lesson activities are challenging, varied and interactive and develop listening, reading, speaking and writing skills. They are designed to support children or extend their knowledge where appropriate. Core vocabulary, grammatical structures and phonemes are revisited and consolidated throughout the four year programme. The lessons are designed to be progressive and build on prior learning, moving from word to sentence level over the four years. The choice of vocabulary ensures exposure to all the key phonic sounds and ability to

build sentences using grammatical knowledge. In Year 6, the content allows for revisiting and consolidating prior knowledge. The children enjoy links with other countries abroad, such as Pakistan and Martinique, to widen their cultural knowledge.

IMPACT

Formative assessment is undertaken each session in MFL and pupils are very much encouraged to be involved in that process. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject, as well as in writing and listening work, which is completed in discrete French books. Children are also encouraged to be critical of their own performance, highlighting their own next steps. Summative assessment is undertaken during the year, using the progression skills document. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents three times a year.

Progression of knowledge in French

Please note Words highlighted in green we expect the child to be able to use and spell with greater accuracy than other examples of technical vocabulary.

TOPICS YEAR A YEAR 3/4	UNIT 1 All about me UNIT 11 Describing animals	UNIT 2 Games & Songs UNIT 8 Numbers & Money	UNIT 3 Celebrations UNIT 12 Weather
Core structures A+B	<p>Bonjour/salut/au revoir/a bientôt/merci/s'il vous plait</p> <p>Comment t'appelles-tu ?</p> <p>Je m'appelle...</p> <p>Quel age as-tu ?</p> <p>J'ai...ans</p>	<p>Tu aimes--?</p> <p>J'aime ...</p> <p>J'adore...</p> <p>Je n'aime pas</p> <p>Je deteste...</p>	<p>Qu'est-ce que tu fais?</p> <p>Quand/En.....je.....(+activities)</p> <p>C'est.....(+ like dislike)</p>

	<p>Ca va ?</p> <p>Ca va bien/mal</p> <p>Qu'est-ce que c'est?</p> <p>C'est un/une---</p> <p>As-tu ?</p> <p>J'ai un/une...</p> <p>Je n'ai pas de</p> <p>Il/elle a...</p> <p>Ou habites-tu ?</p> <p>J'habite.....</p>	<p>Je suis...il est/elle est</p> <p>Je voudrais</p>	
<p>Vocabulary Year A</p>	<p>Phonemes; a i y o u</p> <p>Bonjour! Salut! Ça va? Ça va bien/mal. Et toi? Au revoir Monsieur/Madame oui/non Je m'appelle ... Comment tu t'appelles? Voici ...</p>	<p>Phonemes; e é è ê</p> <p>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ...? Je préfère ...</p> <p>-- J'adore ... Je déteste ... ça that</p>	<p>Phonemes; j g r h</p> <p>bien très bien Je joue bien au football Je nage bien Je danse Je chante Je lis bravo, super, chouette, fantastique! Je suis un génie! génial(e)! (masculine/feminine) Tu es un génie!</p>

	<p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Quel âge as-tu?</p> <p>J'ai sept/huit ans</p> <p>--</p> <p>Où habites-tu?</p> <p>J'habite dans ...</p> <p>rapide</p> <p>lent</p> <p>rapidement</p> <p>lentement</p> <p>doucement</p> <p>fort</p> <p>Quelle heure est-il?</p> <p>une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures</p>	<p>vingt-et-un, vingt-deux, vingt-trois, 21-29</p> <p>vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf trente</p> <p>30</p> <p>C'est combien?</p> <p>un euro</p> <p>C'est super, magnifique, fantastique Je n'ai pas de ...</p>	<p>Joyeux anniversaire!</p> <p>en ...</p> <p>janvier</p> <p>février</p> <p>mars</p> <p>avril</p> <p>mai</p> <p>juin</p> <p>juillet</p> <p>août</p> <p>septembre</p> <p>octobre</p> <p>novembre</p> <p>November</p> <p>décembre</p> <p>Je peux ... / Je peux ...?</p> <p>s'il te plaît</p> <p>--</p> <p>Il neige</p> <p>Il gèle</p> <p>Quand ... il te faut ...</p> <p>moins</p> <p>lundi 5 juin, etc</p> <p>le 5 juin, etc</p>
<p>TOPICS YEAR B</p> <p>YEAR 3/4</p>	<p>UNIT 4 Parts of the Body & Colours</p> <p>UNIT 7 Places & weather</p>	<p>UNIT 5 The Four Friends</p> <p>UNIT 6 Growing Things</p>	<p>UNIT: Traditional French stories/Games</p> <p>UNIT 10 Sport</p>
<p>Vocabulary</p> <p>Year B</p>	<p>Phonemes; a i y o u</p> <p>les couleurs</p> <p>rouge</p> <p>rose</p> <p>orange</p> <p>jaune</p>	<p>Phonemes; e é è ê</p> <p>le cheval</p> <p>le mouton</p> <p>le lapin</p> <p>la souris</p> <p>h... galope (eg</p>	<p>Phonemes; j g r h</p> <p>Qu'est-ce que tu fais (lundi)?</p> <p>Je joue au tennis / au cricket / au basket Je fais du vélo / du skate / de la danse / de la natation</p>

	<p>bleu(e) vert(e) noir(e) blanc(he) violet(te) J'ai ... Il/Elle a un nez bleu une bouche bleue les yeux/cheveux bleus Il/Elle est ... grand(e) big/tall petit(e) -- Je vais à l'école à pied en voiture en vélo en bus Où vas-tu? Je vais ... en Belgique en France Il fait chaud Il fait froid Il fait beau Il fait mauvais Il fait du soleil Il fait du vent Il pleut lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p>	<p>Le cheval galope) ... court Il/Elle est ... gris(e) Non, le lapin ne galope pas, etc -- Tu aimes ...? J'aime ... Je n'aime pas ... beaucoup Je voudrais ... S'il vous plaît Vous désirez? Voilà Merci Au revoir</p>	<p>zéro le jus d'orange le yaourt le poisson une pomme les carottes le chocolat le coca les pommes frites les bonbons Oui, c'est bon pour la santé Non, c'est mauvais pour la santé</p>
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TOPICS YEAR A YEAR 5/6	UNIT 18: Planets UNIT 19: School	UNIT 13: Food UNIT 21: Past & Present	UNIT 24: What's on the News? END OF YEAR REVISION UNIT
Core structures A+B	<p>Où est--?</p> <p>Il y a----- (and directions left/right and/or prepositions)</p> <p>Il est....(time)</p> <p>Ou vas-tu?</p> <p>Je vais.....</p>	<p>Tu veux?</p> <p>Je voudrais.</p> <p>C'est super (& simple opinions)</p> <p>Est-ce que je peux...+ verb</p> <p>Il/elle est / ils/ells sont (+adjective)</p> <p>Il s'appelle/elle s'appelle</p> <p>C'est/ce n'est pas...</p> <p>C'est combien?</p>	<p>Qu'est-ce que tu aimes faire?</p> <p>J'aime + verb</p> <p>(and look at he/she form of verbs)</p>
Vocabulary YEAR A	<p>Phonemes; ou, ch, in</p> <p>la Terre la lune un nom un nom propre un adjectif parce que elle it (feminine) près de (près du soleil) loin de (loin du soleil) assez très -- la salle de classe l'entrée principale la cour le</p>	<p>Phonemes; on, an</p> <p>Dans le sac il y a ... mais Il est bon/mauvais (pour la santé) Elle est bonne/mauvaise (pour la santé) Ils sont bons/mauvais (pour la santé) Elles sont bonnes/mauvaises (pour la santé) Il te faut ... -- le/un supermarché la/une boulangerie</p>	<p>Phonemes; liaison and word endings</p> <p>la météo la mode la cuisine C'est intéressant, ennuyeux, beau, dégueulasse, trop long car à mon/son avis --</p>

	<p>terrain de sport Je cherche Je cours Je travaille ici là Il est deux heures et quart, , moins le quart Il est deux heures cinq, dix, vingt, vingt-cinq Il est deux heures moins vingt-cinq, vingt, dix, cinq le déjeuner l le/la professeur le maître / la maîtresse Il/Elle a ... He/She has ...</p>	<p>la/une boucherie l'/une épicerie Il y avait ... maintenant Qu'est-ce que c'est? Il/Elle porte ... Il/Elle s'appelle ... Il/Elle a ...</p>	
<p>TOPICS YEAR B YEAR 5/6</p>	<p>UNIT 15: Transport UNIT 20: The World Around Us</p>	<p>UNIT 16: The Beach UNIT 23: Cafe</p>	<p>UNIT 17: The Seasons END OF YEAR REVISION UNIT</p>
<p>Vocabulary YEAR B</p>	<p>Quand je vais à l'école ... Je passe devant ... cinq minutes plus tard finalement vrai faux Il est une heure et demie, deux heures et demie, etc Je vais à l'école à huit heures et demie à droite à gauche tout droit Je ne comprends pas Répétez s'il vous plaît -- l'Europe (f) Europe l'Afrique (f) Où est ...? des ... le matin l'après-midi (m or f)</p>	<p>(Le chien) regarde (Le bateau) glisse (La petite fille) dort (La dame) brosse (les cheveux de la petite fille) Les gens marchent parlent/jouent C'est ... Ce n'est pas ... Prends Laisse -- une limonade une eau minérale un jus d'orange un verre de coca un chocolat chaud un café un café au lait une tasse de thé un paquet de chips une portion de frites une glace au chocolat / à la fraise / à la vanille</p>	<p>au printemps en été/automne/hiver la fille clair sombre heureux triste Viens/Reste chez moi Les couleurs sont ...</p>

		Vous désirez? C'est combien? Bon appétit!	
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Progression of skills in French

Year Group	Skills
3	<ul style="list-style-type: none"> • Listen, read and show understanding of single words • Recognise a familiar question and respond • Write and say a sentence with single familiar words and a connective with support and confident to attempt it without • Recognise some letter strings and pronounce them in familiar words • Use strategies for memorising vocabulary • Find the meaning of word in a bi-lingual dictionary • Join in with the actions of familiar songs, stories and rhymes
4	<ul style="list-style-type: none"> • Listen, read and show understanding of short phrases in texts as well as songs and rhymes • Ask and answer several simple and familiar questions • Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support • Read aloud short familiar sentences using knowledge of phonics • Use a bi-lingual dictionary to find the meaning or translation of a word • Join in with the words of familiar songs, stories and rhymes sometimes from memory
5	<ul style="list-style-type: none"> • Listen, read and show understanding of more complex familiar phrases and sentences in texts • Ask and answer more complex familiar questions • Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support • Read aloud more complex familiar sentences using knowledge of phonics

	<ul style="list-style-type: none"> • Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs • Follow the text of a familiar rhyme, song or story and identify the meaning of the words
6	<ul style="list-style-type: none"> • Listen, read and show understanding of more complex sentences using familiar and unfamiliar words • Engage in a short conversation using familiar questions and express opinions • Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same without support • Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge • Decode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary • Read aloud the text of familiar songs, rhymes and stories

MFL IN EARLY YEARS FOUNDATION STAGE

ELG- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children in Venus class have the opportunity to participate in various cultural celebrations from around the world, such as Diwali and Chinese New Year. They will learn stories about these festivals, taste food from the countries at the origins of these celebrations and create traditional crafts and play games from these countries.

Children in Venus class will also learn how to greet each other in some different languages. Over the course of the year children will play games or sing songs involving vocabulary such as numbers or colours or some topic words from other countries.